

# THE SUMMARY OF THE LESSONS ON MODELING THE PORCUPINE WITH CHILDREN OF MIDDLE PRESCHOOL AGE WITH DELAYED PSYCHO-SPEECH DEVELOPMENT.

## КОНСПЕКТ ЗАНЯТИЯ ПО ЛЕПКЕ «ДИКОБРАЗ» С ДЕТЬМИ СРЕДНЕГО ДОШКОЛЬНОГО ВОЗРАСТА С ЗАДЕРЖКОЙ ПСИХО-РЕЧЕВОГО РАЗВИТИЯ.

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### Аннотация

Развернутый конспект по изготовлению поделки «Дикобраз» с детьми с задержкой психо-речевого развития.

**Ключевые слова:** дети дошкольного возраста с задержкой психо-речевого развития, тесто для лепки, макаронные изделия, дикобраз.

### Abstracts

Detailed outline for the manufacture of crafts "Porcupine" with children with delayed psychoverbal development.

**Key words:** Children of preschool age with a delay in psychoverbal development, modeling dough, pasta, porcupines.

## 1 CHILDREN WITH DELAYED PSYCHO-SPEECH DEVELOPMENT

Preschool age is a period of active formation of the child's personality. The success of the development of his cognitive and emotional-volitional spheres largely determine the success of his socialization among peers and adults not included in the family system. For children who have a delay in psycho-speech development, mastering the social space of human relations is longer and more resource-intensive than for their peers with normative development. Delay of psycho-speech development is a tempo disorder of mental ontogenesis represented by partial phenomena of intellectual and emotional dysontogenesis. For children with delay of psycho-speech development characterized by the reduction rate and the narrowing scope of perception, the narrowing scope of oral-aural memory, slowing the formation of the mental operations of synthesis and analysis, the violation of sound pronunciation, phonemic hearing grammatical structure of speech. The stability of attention and performance of children with delayed psycho-speech development are reduced. There is a scarcity of emotional-volitional sphere: children's emotions do not have a subtle differentiation, there is emotional lability, excitability. Motor disinhibition is combined with motor awkwardness and unformed gaming and research activities. In contrast to oligophrenia, when delayed psycho-speech development of the above features are reversible and well compensated or completely leveled in the course of directed correctional and developmental work.

## **2 LESSON ON MODELING “PORCUPINE”**

The purpose of the lesson: the Development of speech in the situation of productive activities: modeling dough for modeling using dry pasta.

Tasks: to Teach children to work with the dough for modeling: roll a ball of dough between the palms, complement the various details: nose, ears, eyes. With the help of pasta to specify the image of the porcupine. Consolidation of the ability to listen to the speech therapist and act on his instructions. Develop imagination and creativity. Develop empathy. Nurture a sense of love for nature.

Materials: Sample craft from dough for modeling and pasta "Porcupine", dough for modeling, dry pasta, boards for molding.

The lesson:

Speech therapist. Today, in class, we will sculpt from dough for modeling one interesting inhabitant of the wild. He does not meet in our country, lives in the southern countries. What countries do you know? What unusual animals do you know? Are they wild or domesticated? Why do they call them wild? What is the difference between wild animals and Pets?

Children, with the organizing help of a speech therapist called the southern countries and unusual animals. When answering the question about the difference between wild animals and domestic children should name the main features: wild animals live in nature, do not depend on humans.

Speech therapist: Guess the riddle and name who we are going to sculpt today.

What kind of animal with needles too?

He looks like a hedgehog.

But many times longer

Wears the needles... porcupine.

Children: Porcupine.

Speech therapist. That's right, the porcupine. Look at him carefully. What's it like? Right, he looks like a hedgehog. He also looks like a balloon. What does a porcupine have?

Children. Nose, eyes, needles, legs, tummy.

Speech therapist. Tell me, please, why does he need needles?

Children. So porcupine is protected from enemies.

Speech therapist. Properly, the needles need to protect the porcupine from predators.

Repeat the poem after me, speaking all the words slowly and clearly.

Cunningly Schurit Porcupine

His black eye on me

he has needles everywhere

thicker than a old Christmas tree.

I.Carde

Speech therapist.

Let's make porcupines out of dough for modeling. What do we need for this?

Children. Dough for modeling, pasta.

Speech therapist. To make a porcupine, you need to roll the dough for modeling the ball. So that no one offends our porcupine, we will make him prickles of pasta or spaghetti. Spaghetti should be broken into equal parts, and pasta just insert into the dough. It remains to add the nose and eyes. So we have a wonderful prickly porcupine! Independent work of children. Individual assistance.

Speech therapist. What a beautiful porcupine you get. Tell me, what's the name of your porcupines?

Children come up with nicknames for their porcupine. Call them. Get acquainted.

Reflection. What were we doing in class today? How to sculpt a porcupine from dough for modeling? Is it a wild animal or a pet? Why? Why does he need thorns?

What did you like in class? What mood will you leave the class with?

What do you wish for my porcupine?

Thus, the lesson was made crafts "Porcupine". The reflected, conjugate and independent types of speech were practiced.

The lesson promotes the development of General ideas about the world, vocabulary, lexical and grammatical categories, coherent speech, the development of speech statements in a situation of dialogue and question-answer form in the process of manual activity. The activity promotes the development of fine motor skills, the ability to act according to instructions, creativity, empathy and love of nature.



Fig.1,2.

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